ARIZONA DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT
PRIORITY, PRIORITY-SIG, FOCUS AND PRE-INTERVENTION SCHOOLS

PROCESSES, PROCEDURES, AND REQUIREMENTS
2014-2015

MISSION

To build LEA and school capacity through a comprehensive system of support that ensures effective and sustainable teaching and learning environments that result in high academic achievement.

OBJECTIVES

- The data summary serves as a periodic reflection/evaluation to assess progress toward improving student achievement.
- Data analysis should be used to strengthen programs and activities, and to guide professional development.
- Data Summary findings are intended to support the ongoing refinement of the school's improvement plan (SCIP) and to direct actions to strengthen the implementation of the plan.
- Additionally, the Data Summary serves to guide ADE's feedback and support to LEAs and schools on implementation of the improvement plan.

DATA SUMMARY

Priority, Priority-SIG, Focus and Pre-Intervention Schools			
Completed:	By School		Three times a year
Purpose: A tool for school to analyze school data trends, reflect on performance and determine next steps		October 1, 2014 February 1, 2015 June 1, 2015 *If date falls on a weekend, due on the Monday after date.	Complete Data Summary and Narrative questions using student performance data.
Submitted:	BY LEA and School	To ADE on ALEAT	Oct. 1, 2014 Feb. 1, 2015 June 1, 2015

BEST PRACTICE

I. Include stakeholders in analysis of all existing data and evidence.

II. Use evidence to define measurable achievement goals for this school year (SCIP Goals).

III. Develop milestones in order to meet or exceed your annual targets.

SCHOOL CONTINUOUS IMPROVEMENT PLAN (SCIP)

School Continuous Improvement Plan (SCIP)

- Goal 1, Increase Achievement for All Students
- Goals 2 and 3, Increase Achievement for bottom 25% in both reading and math
- Goal 4, Improve School Culture/Climate
- Goal 5, Increase Teacher Effectiveness

SCIP Goal 1, Increase Student Achievement (math)

(School) will improve student achievement for all grades in Math by 13 % moving from 37% mastery in Spring 2014 AIMS to 50% mastery in Spring 2015 as measured by the newly adopted state assessment.

SCIP Goal 1, Increase Student Achievement (math)

(School) will improve student achievement for all grades in Math by __16%__ moving from __44%__ mastery on the LEA baseline benchmark assessment to __60%__ mastery at the end of SY 2014-15 as measured by the LEA benchmark assessment.

SCIP Goal 1, Increase Student Achievement (math)

(School) will improve student achievement for all grades in Math by __20%__ moving from __60%__ mastery on the LEA's end of year benchmark assessment to __80%__ mastery on the LEA's end of year benchmark assessment

DATA SUMMARY

Six Sections:

- LEA & School Contact Profile
- Dashboard
- Milestones
- Benchmark Data
- Student Leading Indicators
- Reflection

LEA CONTACT INFORMATION

LEA Name: | CTDS#: | LEA Entity ID#:

LEA Contact's Name: | LEA Contact's Title

LEA Contact's Telephone: | LEA Contact's Email:

SCHOOL CONTACT INFORMATION

School Name: | CTDS#: | Entity ID#:

Principal's Name:

Principal's Telephone: | Principal's Email:

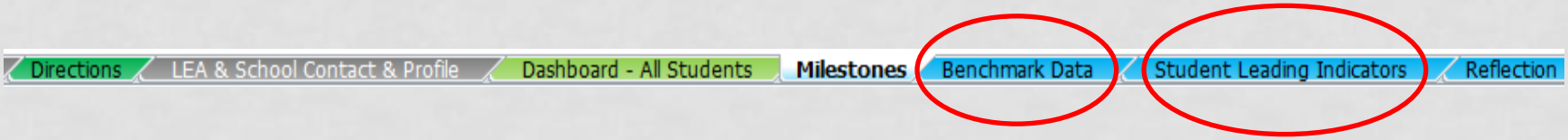
SCHOOL PROFILE

School Label: | Grades Served: | No. of Students Enrolled:

DASHBOARD

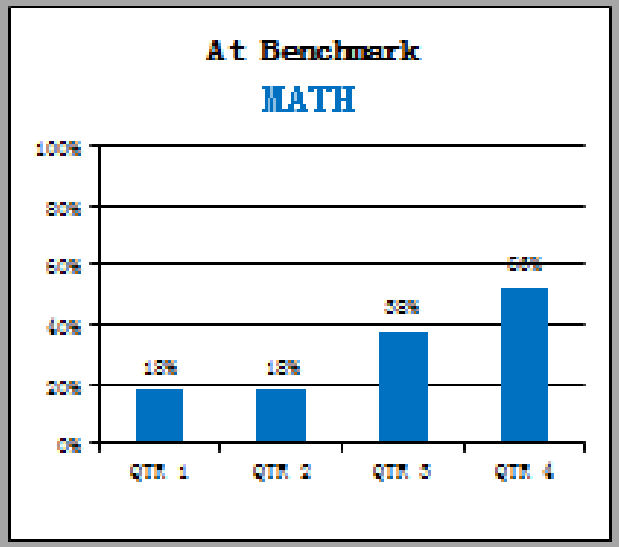
Data added to the data summary in the following sections will prepopulate on the Data Summary Dashboard:

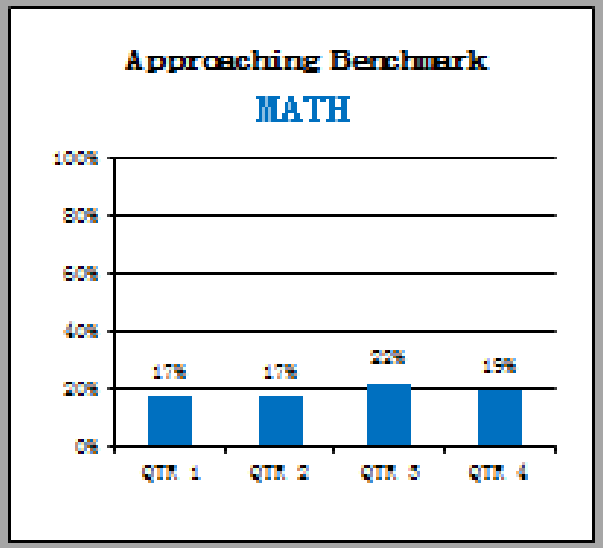
- *Benchmark Data*
- *Student Leading Indicators*

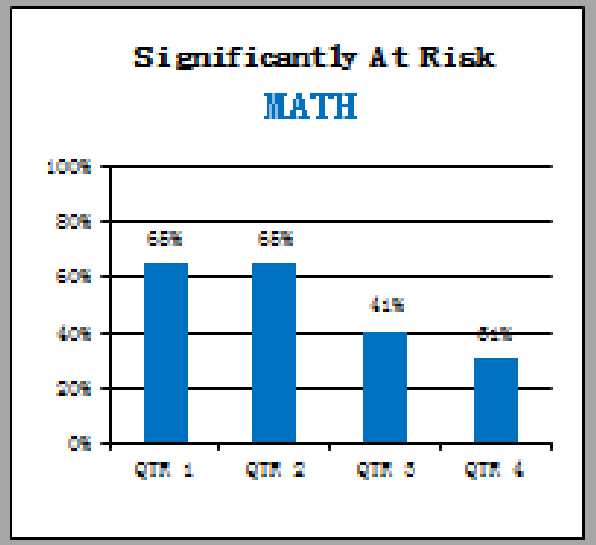


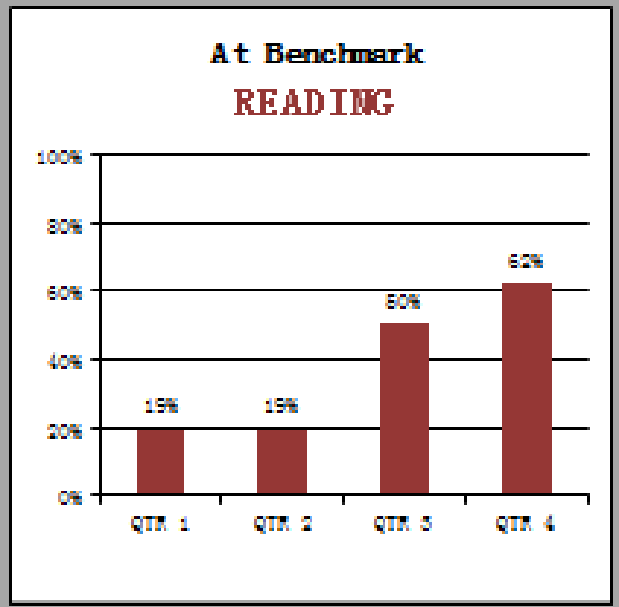
DASHBOARD

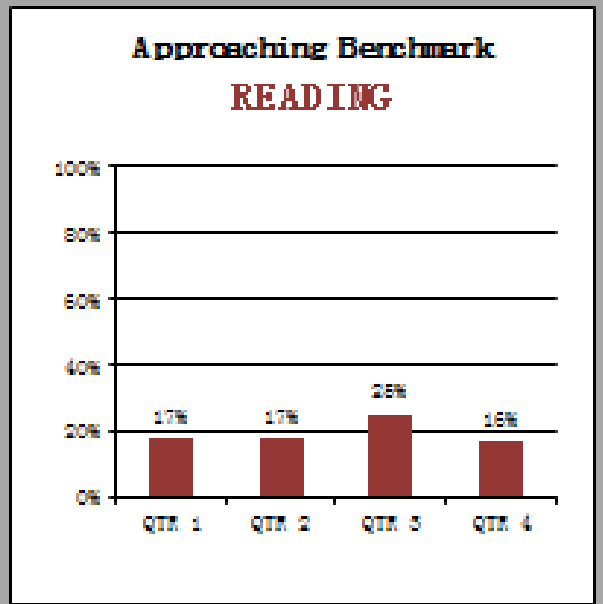
Benchmark Snapshot - All Students

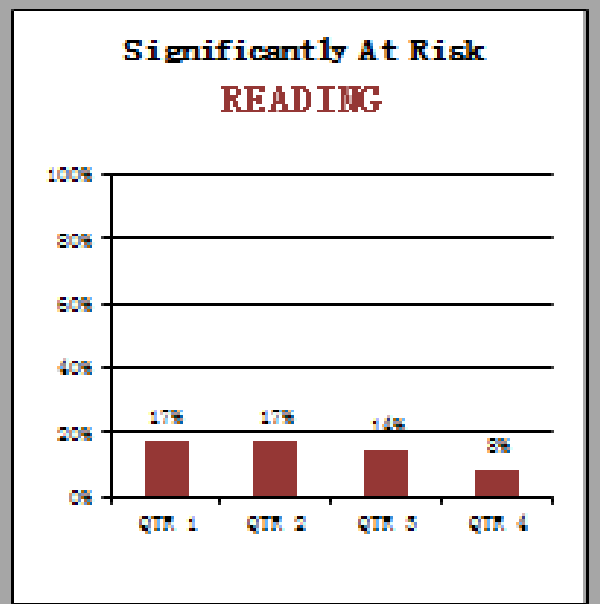




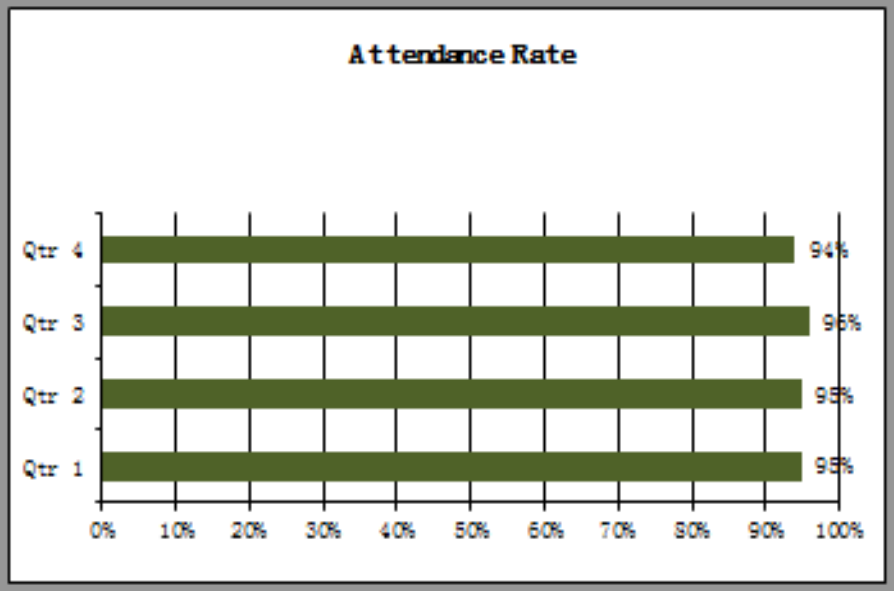


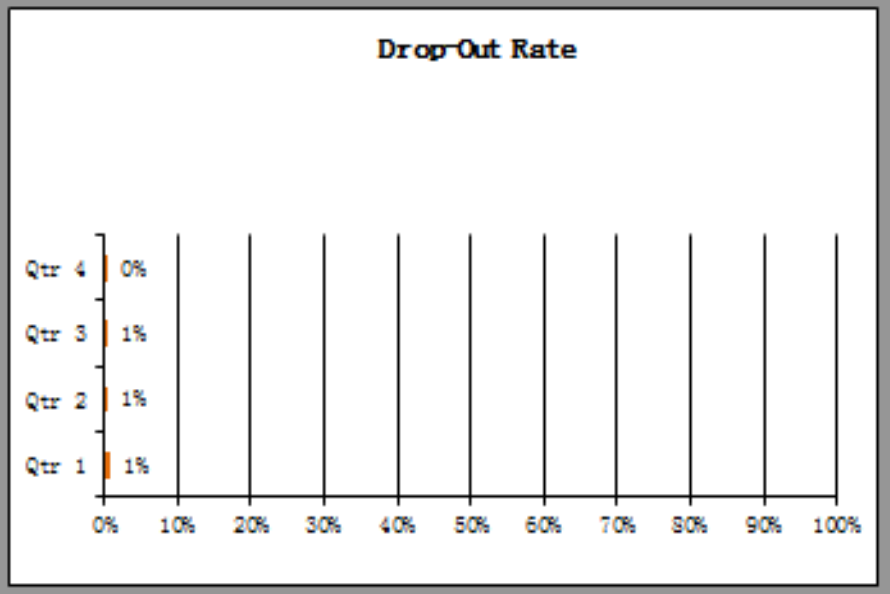


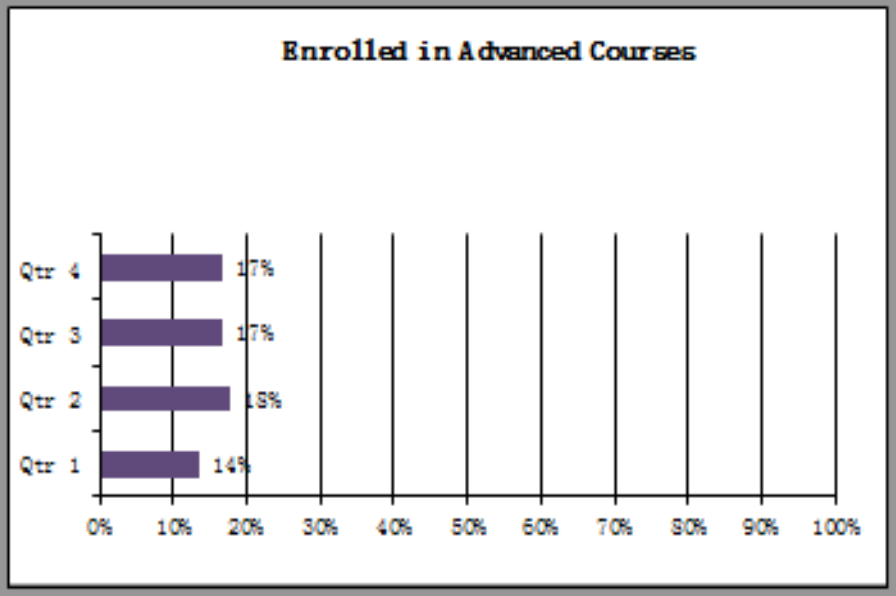


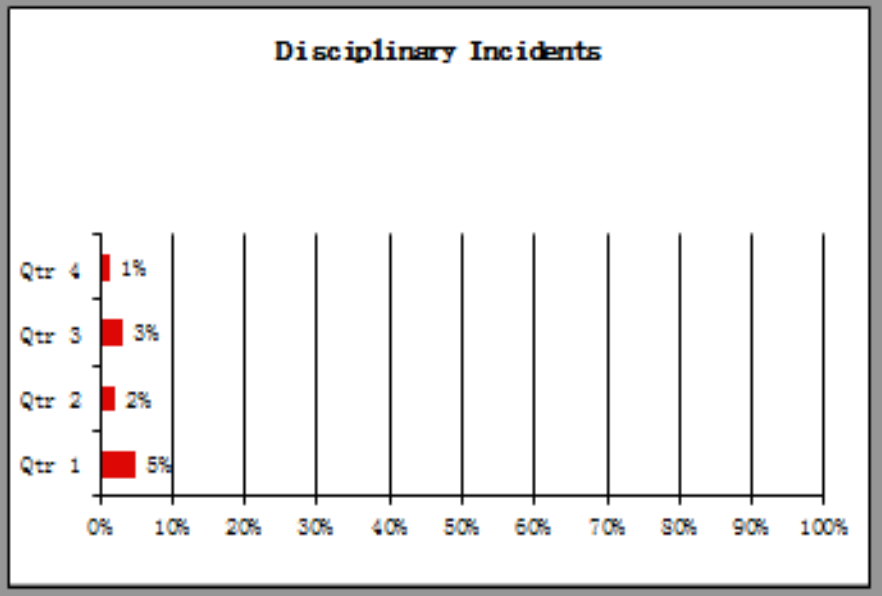


Leading Indicators - All Students

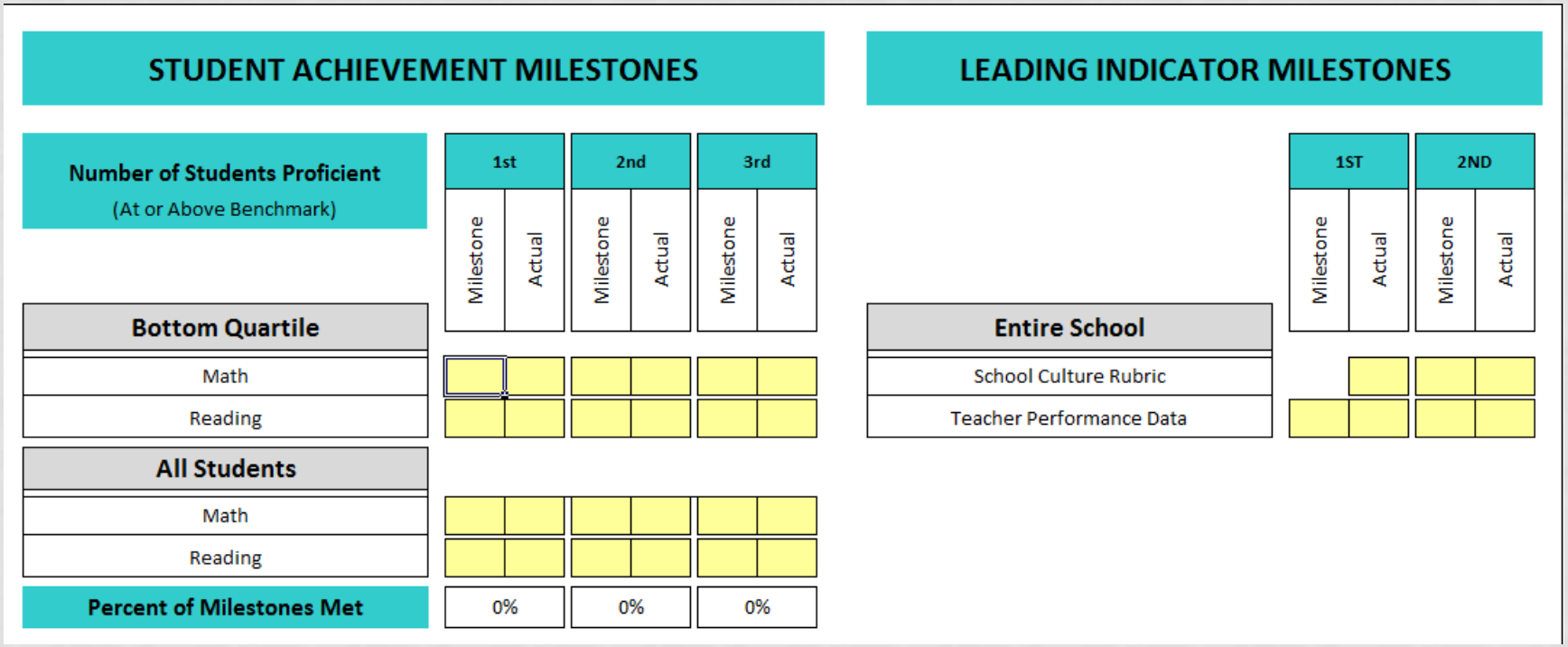








MILESTONES



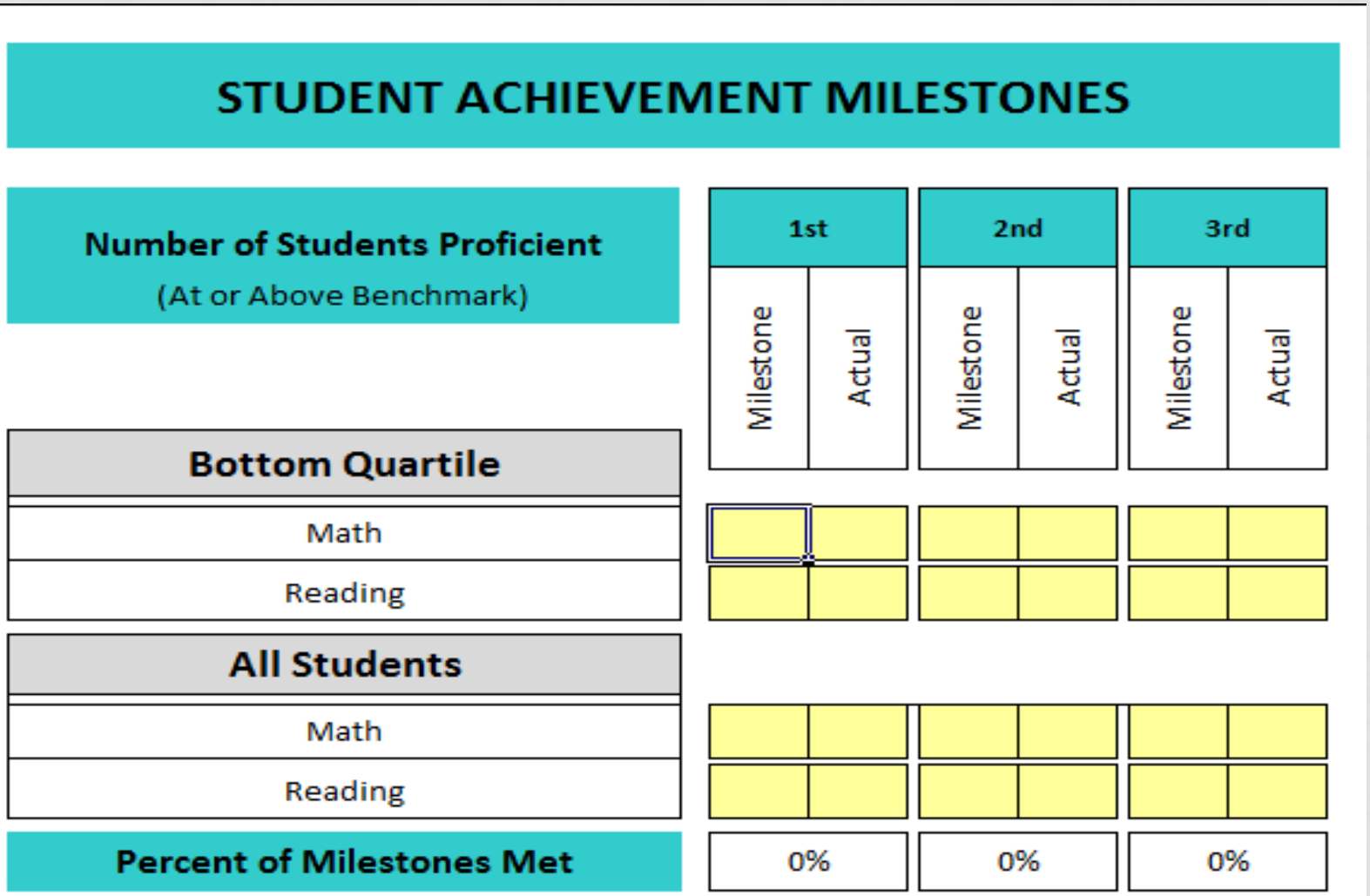
STUDENT ACHIEVEMENT MILESTONES

Number of Students Proficient (At or Above Benchmark)	1st		2nd		3rd	
	Milestone	Actual	Milestone	Actual	Milestone	Actual
Bottom Quartile						
Math						
Reading						
All Students						
Math						
Reading						
Percent of Milestones Met	0%		0%		0%	

LEADING INDICATOR MILESTONES

	1ST		2ND	
	Milestone	Actual	Milestone	Actual
Entire School				
School Culture Rubric				
Teacher Performance Data				

MILESTONES



STUDENT ACHIEVEMENT MILESTONES

Number of Students Proficient (At or Above Benchmark)	1st		2nd		3rd	
	Milestone	Actual	Milestone	Actual	Milestone	Actual
Bottom Quartile						
Math						
Reading						
All Students						
Math						
Reading						
Percent of Milestones Met	0%		0%		0%	

MILESTONES

CUMULATIVE ASSESSMENT

Percent Proficient All Students	Baseline	1st	2nd	3rd	Year 1 Goal
Math	31.4	38.4	45.4	52.4	50.0

School determined realistic milestones (7% increase each quarter)

- ✓ ***How many students need to move each quarter?***
- ✓ ***Who are the students we can move?***

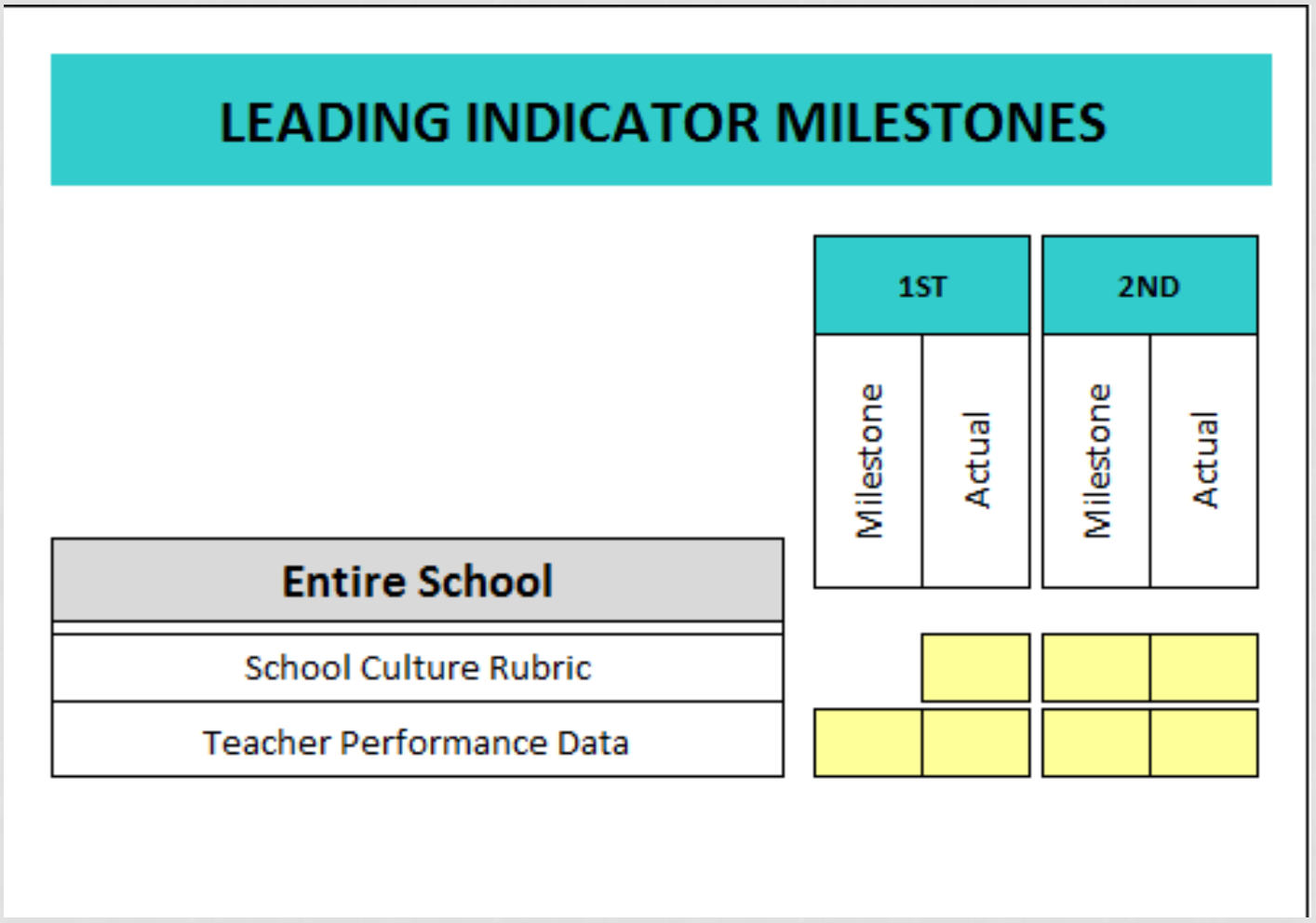
School strategically provided additional monitoring and support to 'targeted' students

MILESTONES

NON-CUMULATIVE ASSESSMENT

Percent Proficient *All Students*	Baseline 2013 fall assessment	1st Milestone 2014 fall assessment	2nd Milestone	3rd Milestone	Year 1 Goal
Math	41	60	70	80	80.0

MILESTONES


LEADING INDICATOR MILESTONES
1ST
2ND
Milestone
Actual
Milestone
Actual
Entire School
School Culture Rubric
Teacher Performance Data

SCHOOL CULTURE

Requirement:

- Complete a Climate/ Culture Survey (LEA/school choice) for each school in improvement twice a year
- Record information gathered from the survey(s) in the Data Summary Report using the provided School Climate and Culture Rubrics

SCIP GOAL 4
SCHOOL CULTURE & CLIMATE

Example: *(School) will increase school culture and climate rating from baseline of _____ determined by fall school climate and culture rubrics to _____ from end of year school climate and culture rubrics.*

Climate and Culture Rubrics

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
Leader Tone	25 Points	20 Points	15 Points	10 Points

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
Positive Framing & Teacher Tone	25 Points	20 Points	15 Points	10 Points
Student Joy & Engagement	25 Points	20 Points	15 Points	10 Points
Classroom Environment	25 Points	20 Points	15 Points	10 Points

CLIMATE AND CULTURE RUBRIC:
TEACHER PROFICIENCIES
POSITIVE FRAMING & TEACHER TONE

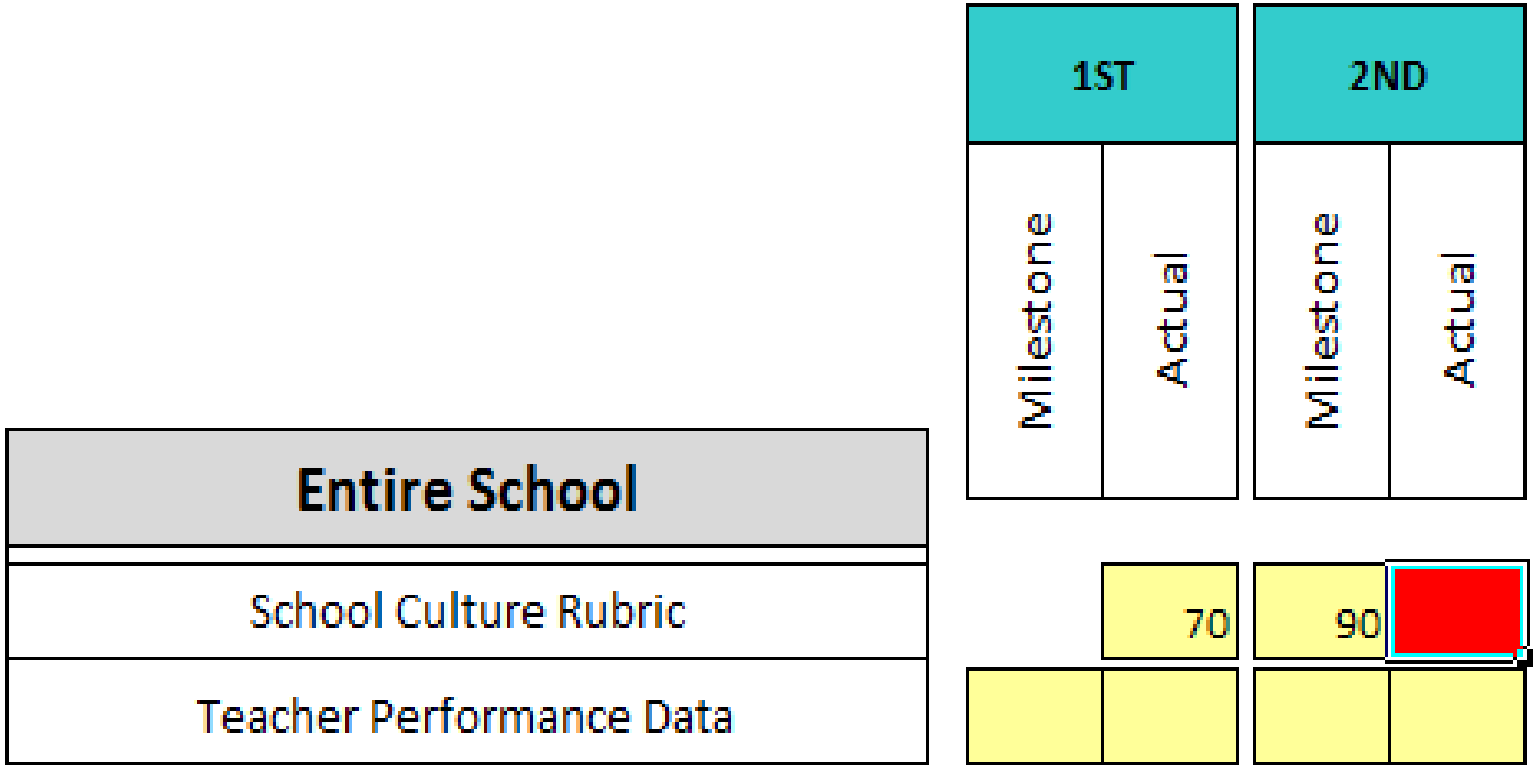
TEACHER PROFICIENCIES	Advanced 25 points	Proficient 20 points	Working Towards 15 points	Needs Improvement 10 points
Positive Framing and Teacher Tone	90-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom.	75-90% of teachers are upbeat, positive, motivated, and inspiring in the classroom.	60-75% of teachers are upbeat, positive, motivated, and inspiring in the classroom.	Most teachers are uninspiring and/or negative in the classroom.
	The general tone of classroom is efficient, respectful and positive.	The general tone of the classroom is efficient, respectful and positive.	The general tone of the classroom is inconsistent in efficiency respectfulness, and positivity.	The general tone of classroom is inefficient and/or negative.
	Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.	Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.	Does not use positive framing or narrates negative student behaviors as often as positive or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.	Does not use positive framing, and does not work to motivate students.

Climate and Culture Rubrics

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
Leader Tone	25 Points	20 Points	15 Points	10 Points

TEACHER PROFICIENCIES	Advanced	Proficient	Working Towards	Needs Improvement
Positive Framing & Teacher Tone	25 Points	20 Points	15 Points	10 Points
Student Joy & Engagement	25 Points	20 Points	15 Points	10 Points
Classroom Environment	25 Points	20 Points	15 Points	10 Points
Total Score:	70 points			

LEADING INDICATOR MILESTONES



Entire School	1ST Milestone	1ST Actual	2ND Milestone	2ND Actual
School Culture Rubric		70	90	
Teacher Performance Data				

TEACHER PERFORMANCE

- 1. Establish milestone (based off of teachers' prior year performance ratings) for percent of teachers at or above 'effective' or 'highly effective' performance ratings.
- 2. Report the percent of teachers whose actual performance ratings meet or exceed criteria established by the board approved teacher evaluation instrument.
- 3. Establish milestone (based off 1st actual teacher performance data) for percent of teacher increase in 'effective' and 'highly effective' performance ratings.

LEADING INDICATOR MILESTONES

Entire School	1ST		2ND	
	Milestone	Actual	Milestone	Actual
School Culture Rubric				
Teacher Performance Data	80	80	95	

BENCHMARK DATA

Benchmark Data by Grade		Baseline(if applicable)/Benchmark						Benchmark (Data Submission Due Oct. 1)					
		At Benchmark		Approaching Benchmark		Significantly At Risk		At Benchmark		Approaching Benchmark		Significantly At Risk	
9th Grade		Number of tested 9th Graders	259					Number of tested 9th Graders	259				
Math Tool	ATI Progress Monitoring	76	29%	40	15%	136	53%	76	29%	40	15%	136	53%
Reading Tool	ATI Progress Monitoring	198	76%	52	20%	9	3%	198	76%	52	20%	9	3%
10th Grade		Number of tested 10th Graders	249					Number of tested 10th Graders	249				
Math Tool	ATI Progress Monitoring	52	21%	29	12%	138	55%	52	21%	29	12%	138	55%
Reading Tool	ATI Progress Monitoring	173	69%	63	25%	13	5%	173	69%	63	25%	13	5%

STUDENT LEADING INDICATORS

Other Student Leading Indicators							
		QTR1	QTR2	QTR3	QTR4	YTD	
Number of all students starting the year	1105						
Number of students finishing the quarter		1120	1127	0	0	1127	102%
Number of student drop-outs each quarter		10	6	0	0	16	1%
Number of discplinary incidents each quarter		111	92	0	0	203	18%
Number of students enrolled in advanced course work each quarter		145	131	0	0		
Overall attendance rate (%) each quarter		90.5%	0.0%	0.0%	0.0%		91%

REFLECTION

For each data submission period, reflect on the benchmark, student leading indicators, school culture rubric results and teacher performance data collected by answering the following questions:

- 1. What patterns did your team observe in the progress monitoring data?
- 2. What is it about your practice that might explain the results you see?
- 3. What actions are needed for you to maintain or improve these results?

IMPORTANT DATES

	Date
LEA Contact Information	August 22, 2014
SRA	September 12, 2014
Data Summary Webinar	September 16 or 18, 2014
LCIP AND SCIP	October 1, 2014
Data Summary	Oct. 1, 2014; Feb. 1, 2015; June 1, 2015

Q & A

SII school improvement and intervention
A section of the Arizona Department of Education

Contact Information

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- Scott Maxwell, Director of Evaluation and Cross-Divisional Collaboration
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